



SC Annual School Report Card Summary

Hardeeville Middle/High
Jasper
Grades: 6-12 Enrollment: 588
Principal: Dr. Carletha W. Youmans
Superintendent: John Taylor
Board Chair: Michael Hubbard

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	At-Risk	Below Average	TBD	TBD	Not Met	N/A
2008	At-Risk	Below Average	N/A	Gold	Not Met	N/A
2007	N/A	N/A	N/A	N/A	N/A	N/A

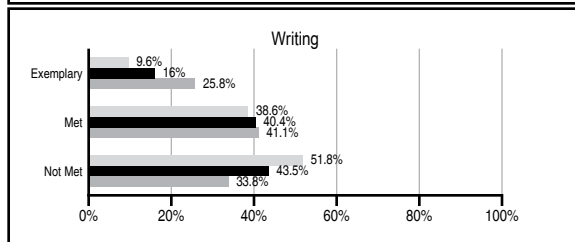
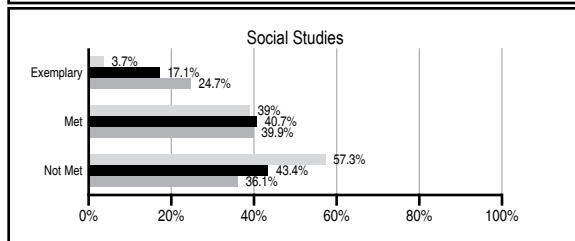
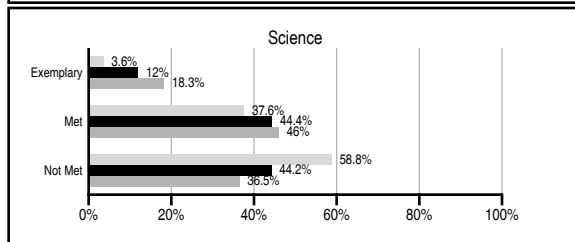
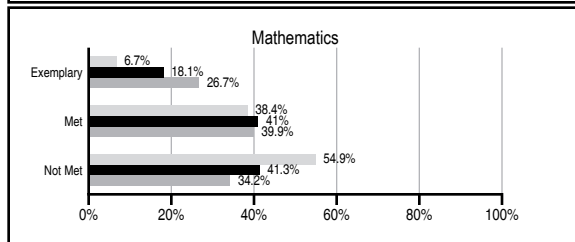
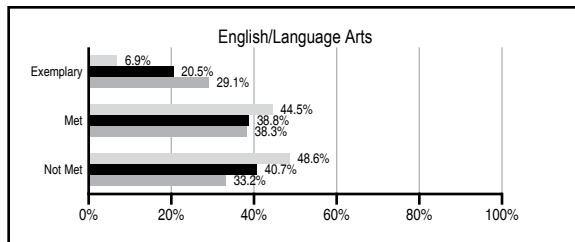
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	22	18	4

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 8 (2007)			
South Carolina	31	44	23
Nation	27	43	27
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

MATH – GRADE 8 (2007)			
South Carolina	29	39	24
Nation	30	39	24
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

SCIENCE – GRADE 8 (2005)			
South Carolina	46	31	21
Nation	43	30	24
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

END OF COURSE TESTS - 2009

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	91.3
English 1	N/A	89.8
Physical Science	N/A	92.2
US History and the Constitution	N/A	N/A
All Subjects	100.0	91.0

SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

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Hardeeville Middle/High [Jasper]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=588)				
Students enrolled in high school credit courses (grades 7 & 8)	4.2%	Up from 1.1%	15.6%	21.6%
Retention rate	2.8%	Down from 5.8%	1.8%	1.2%
Attendance rate	97.1%	Up from 96.7%	95.3%	95.9%
Eligible for gifted and talented	5.5%	Up from 5.1%	9.4%	14.8%
With disabilities other than speech	11.6%	Down from 13.8%	15.3%	12.6%
Older than usual for grade	8.5%	Down from 9.4%	4.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	12.8%	Down from 15.5%	0.6%	0.6%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	58.1%	Up from 40.7%	56.2%	56.9%
Continuing contract teachers	44.2%	Up from 18.5%	66.2%	72.7%
Teachers with emergency or provisional certificates	5.7%	Up from 5.6%	9.9%	5.3%
Teachers returning from previous year	N/A	N/A	81.3%	82.9%
Teacher attendance rate	94.6%	Up from 94.1%	95.1%	95.2%
Average teacher salary*	\$49,548	Up 2.9%	\$46,065	\$46,599
Classes not taught by highly qualified teachers	17.4%	Down from 32.2%	4.1%	2.4%
Professional development days/teacher	7.5 days	Down from 8.1 days	11.0 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 24.7 to 1	19.2 to 1	20.1 to 1
Prime instructional time	89.8%	Up from 89.0%	89.5%	89.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.1%	Up from 59.2%	96.8%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$9,607	N/A	\$8,176	\$7,645
Percent of expenditures for instruction**	60.0%	N/A	62.7%	63.4%
Percent of expenditures for teacher salaries**	54.6%	N/A	55.2%	57.0%
% of AYP objectives met	46.2%	Down from 53.8%	90.5%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	50	72	13
Percent satisfied with learning environment	56.0%	60.0%	69.2%
Percent satisfied with social and physical environment	57.1%	63.4%	69.2%
Percent satisfied with school-home relations	50.0%	71.4%	58.3%

*Only students at the highest middle school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hardeeville Middle/High School is in its second year of operation. We are pleased to share with our stakeholders that our 2008 data show a significant increase in the percentage of students passing the state of South Carolina middle and high school assessments. Our students and staff worked diligently to decrease the achievement gap of our students in both the middle and high school programs. We have also made application to and have been accepted in the High Schools That Work (HSTW) and the Making Middle Grades Work (MMGW) networks for the state of South Carolina. Both programs provide funding and training using research based instructional strategies to help schools improve student achievement. As a member of this network, we will be able to participate in state funded assessments that are used strictly for improving students' academic growth. In October 2009, we will host a Technical Assistance Visiting Team that will come in and assess our school and help us through the process of developing a quality HSTW/MMGW site. Our staff has also successfully implemented our district's first Math/Science and Engineering Academy. We began our implementation of the academy with a cohort of the 6th through 12th grades. The course offered was an Introduction to Science, Technology, Engineering, and Mathematics (STEM) Careers. A collaborative was developed between University of South Carolina at Beaufort (USCB) and Savannah State University (SSU) to provide professional development for teachers in the area of engineering instruction and to attract minority students into engineering programs at the post secondary level. STEM career students were provided field experiences inclusive of a trip to the College of Engineering at USC - Columbia, job shadowing at the SC Electric and Power plant, the Beaufort-Jasper Water and Sewage Authority (BJWSA), and the FIRST Robotics Competition held at Clemson University. Our engineering program also has two fully equipped math, science, and engineering computer labs. The computers are loaded with four engineering modules: Basic Electricity, Robotics and Automation, Research and Design, and Digital Audio Technology. These modules come equipped with simulators as well as assessments to measure students' progress. Another first for our school was the addition of sixth grade to our student population. We now serve 583 students in grades six through twelve. Currently, the student population is made up of 62% African American, 23% Hispanic, 14% Caucasian, and 1% other. The average attendance rate is 96.8%. The number of students classified as disabled is 13.2%. The percentage of students receiving free or reduced lunch is presently 80% for the middle school and 67% for the high school. Our faculty is composed of forty-four certified teachers and six certified non-teaching faculty members. Five of the certified teachers are International teachers who are highly qualified in their content areas. There are currently three certified vacancies on our staff, one in high school science, and two in mathematics; however, each class is being taught by a degree instructor. Our classified staff consists of five clerical, seven custodial, seven paraprofessionals, and one hall monitor. The 2008-2009 school year is the first year for all grade levels to wear uniforms. While there are still students in the high school making the adjustment, we believe the uniform requirement is an asset and helps students to spend more time concentrating on their academics. Single-gender classes in the middle school began last year and are continuing in grades 6-8. Teachers and students indicate that they like the single-gender classes because they allow students to focus on course content and not on the social issues that come with adolescent group dynamics. Based on previous data and state assessment scores, our middle school and high school were identified to prepare a Focused School Renewal Plan facilitated by a state appointed External

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